

## ACTIVITY - RHYTHM AND TEMPO

ARTS DISCIPLINE:	Dance
FINE ARTS STANDARD:	Standard 1 - Movement elements
BENCHMARK:	Move to rhythmic accompaniment and respond to change in tempo
GRADES:	K-4

### A.R.T.S. TRUNK OBJECTS

- Beaded drum stick
- Eagle hand drum
- Three Billy Goats Gruff and Troll masks
- *The Troll With No Heart in His Body and Other Tales of Trolls from Norway*, book

### MATERIALS REQUIRED

- Poster paper and markers
- Masking tape
- Open space
- CD Player

### BACKGROUND INFORMATION

In her book *The Troll with No Heart in his Body, and Other Tales of Trolls from Norway*, Lise Lunge-Larsen explains:

*"Many people think trolls are like gnomes: tiny chubby people wearing red-pointed caps. Others think trolls are little plastic toys with pink or orange hair. Norwegian trolls, which are the first trolls, aren't like that at all. They're giants. They can be so big that their heads loom above the tallest treetops. In fact, they are so big that they have to live inside mountains or under really tall bridges.*

*Trolls are ugly to look at. Their eyes can be the size of pot lids, and their noses as long as rake handles. Not only that, trolls love to eat children or little animals. Fortunately, the brain inside that huge head is tiny. Even a goat can figure out how to outsmart a troll."*

The story "The Three Billy Goats Gruff" (pages 17-20 in Lise Lunge-Larsen's book) features a troll who lives under a tall bridge. The story is full of repetition and rhythm. There is movement and sounds too. There are many ways for people and animals to move. Even when a person is asleep, at least one movement and one sound continues - the beating of the heart. Movement can occur with or without a rhythm.



## GAMES AND STORYTELLING

ACTIVITIES - DANCE



## PROCEDURE

- Ask the students how they would describe a troll; then share Lise Lunge-Larsen's description of Norwegian trolls.
- Read the story "The Three Billy Goats Gruff." Have the students listen for movement or "action" words in the story.
- Write a list of the movement words the children generate from the story on poster paper and tape it on the wall for easy reference.
- Discuss the idea of rhythm with the students. Use the drum to demonstrate a steady beat. Encourage students to demonstrate a steady beat as well.
- Organize students in three lines of equal number. The lines should be parallel to one another with an open space in front of the children so they can move.
- Ask the students to take turns moving across the open space keeping in time to a steady beat on the drum. Tell students how to move - run, walk, hop, or jump - across the space. Use descriptors such as:
  - walk like the old tired troll who is ready for a nap
  - hop like you are the littlest Billy Goat Gruff who is out on an adventure
  - run like you are the strongest, biggest Billy Goat Gruff
  - jump like the troll who was just scared by the Big Billy Goat Gruff
- Encourage students to suggest other ways of moving across the open space.
- Continue to challenge students by getting them to match movement to the beat at various tempos. For example, walking at tempo can then become walking at half-time to slow down or walking at double time to speed up.
- Read the story again and ask the students to think about movements they can do as the story is read.
- Arrange time for students to rehearse their movements. Use props, masks and costumes (optional).
- Perform the story for another class.
- Have the students reflect on the performance and explain what they liked or disliked about the experience. Encourage them to describe how moving in various ways made them feel.

## ASSESSMENT

- Level of participation by each student.
- Ability to cooperate in group activities.
- Quality of performance.
- Personal reflection on the learning experience by each student.

